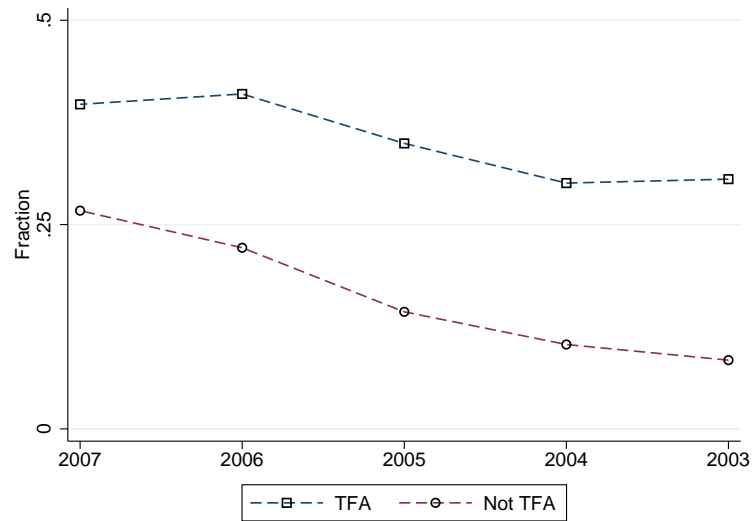


1 Online Appendix A: Additional Results

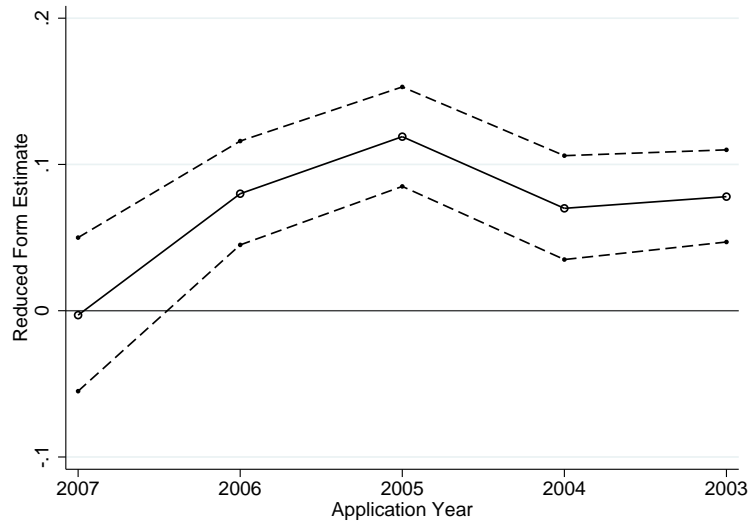
NOT FOR PUBLICATION

Appendix Figure 1
Response Rate by Cohort



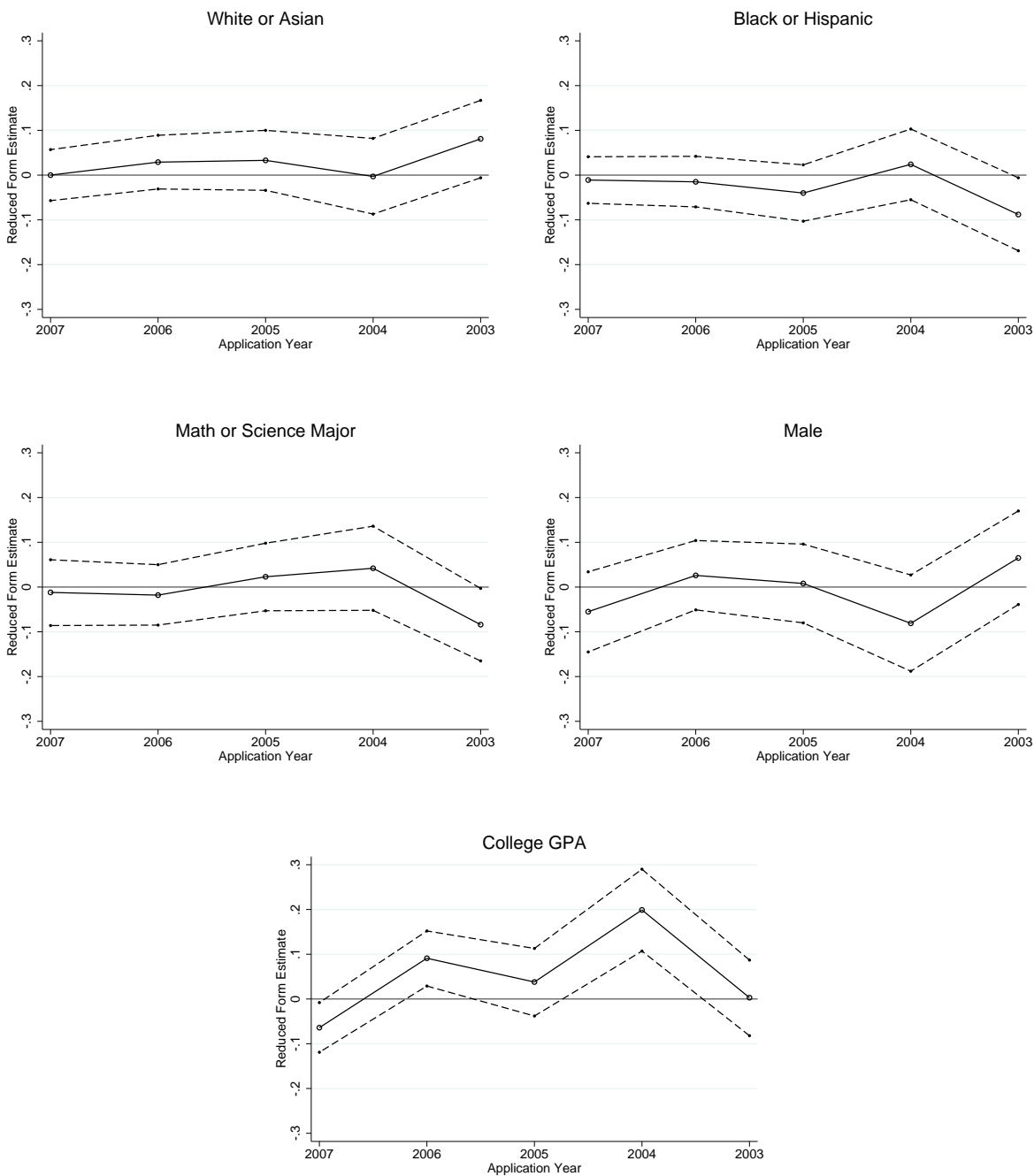
Notes: This figure presents survey response rates for each TFA application cohort.

Appendix Figure 2
Difference in Survey Response by Cohort



Notes: This figure presents point estimates and 95 percent confidence intervals for the reduced form difference in response rates by cohort. The sample includes all 2003 - 2007 applicants. Results for the 2007 cohort are estimated using a regression discontinuity design, controlling for a local quadratic in interview score interacted with scoring above the cutoff score. Results for the 2003 - 2006 cohorts are estimated using the interaction between interview subscores that determines TFA selection, controlling for the impact of each interview subscore. We report the point estimate for an indicator variable equal to one if the combination of interview subscores is eligible for TFA admission. See text for details.

Appendix Figure 3
Baseline Characteristics by Cohort



Notes: This figure presents point estimates and 95 percent confidence intervals for the reduced form difference in response rates by cohort. The sample includes all 2003 - 2007 applicants who answered at least one survey question. Results for the 2007 cohort are estimated using a regression discontinuity design, controlling for a local quadratic in interview scores interacted with scoring above the cutoff score. Results for the 2003 - 2006 cohorts are estimated using the interaction between interview subscores that determines TFA selection, controlling for the impact of each interview subscore. We report the point estimate for an indicator variable equal to one if the combination of interview subscores is eligible for TFA admission. See text for details.

Appendix Table 1
Non-TFA Summary Statistics by Survey Wave

	1st Round	2nd Round	Difference
	Survey	Survey	
	(1)	(2)	(3)
<i>Background Variables</i>			
White	0.797	0.786	-0.012
Asian	0.071	0.060	-0.011
Black	0.059	0.089	0.030**
Hispanic	0.050	0.049	-0.002
College GPA	3.498	3.460	-0.039**
Received Pell Grant	0.213	0.229	0.016
Math or Science Major	0.167	0.208	0.041*
Married	0.146	0.137	-0.009
Mother has BA	0.427	0.398	-0.029
Mother has more than BA	0.325	0.321	-0.004
Father has BA	0.292	0.272	-0.020
Father has more than BA	0.394	0.429	0.035
<i>Faith in Education</i>			
Poor children can compete with more advantaged children	0.561	0.529	-0.032
The achievement gap is solvable	0.430	0.383	-0.047
Fraction of minorities that should graduate college	0.539	0.535	-0.004
Teachers are most important determinant of student success	0.412	0.348	-0.064**
Schools can close the achievement gap	0.542	0.519	-0.023
Teachers can ensure most students achieve	0.560	0.504	-0.057*
<i>Involvement in Education</i>			
Employed at K - 12 School	0.201	0.184	-0.017
Employed in Education	0.238	0.248	0.010
Service Very Important	0.732	0.703	-0.029
Prefer teaching over finance	0.874	0.891	0.018
Prefer urban school over suburban	0.558	0.544	-0.014
Interested in working in education	0.502	0.504	0.001
<i>Political Beliefs</i>			
Liberal	0.652	0.632	-0.020
We should spend more closing the achievement gap	0.863	0.837	-0.026
We should spend more on welfare assistance	0.417	0.402	-0.015
We should spend more fighting crime	0.431	0.433	0.001
<i>Racial Tolerance</i>			
IAT White-Black	-0.048	-0.104	-0.056
Whites/Asians and Blacks/Hispanics are equally intelligent	0.584	0.569	-0.015
White - Black Modern Racism Score	-0.054	-0.121	-0.067
Observations	676	597	

This table reports summary statistics for non-alumni by survey wave. The sample for column 1 is restricted to 2007 non-alumni who answered at least one survey question in the first round of the survey. The sample for column 2 is restricted to 2007 non-alumni who answered at least one survey question in the second round of the survey. *** = significant at 1 percent level, ** = significant at 5 percent level, * = significant at 10 percent level.

Appendix Table 2
Main Results Controlling for Survey Wave

	First Stage	Reduced Form	TOLS	TOLS w/controls
	(1)	(2)	(3)	(4)
Faith in Education	0.302*** (0.046) 2,032	0.410*** (0.106) 2,032	1.357*** (0.355) 2,032	1.336*** (0.350) 2,032
Involvement in Education	0.278*** (0.044) 2,294	0.276*** (0.098) 2,294	0.992*** (0.357) 2,294	0.960*** (0.352) 2,294
Political Beliefs	0.298*** (0.046) 2,022	0.103 (0.106) 2,022	0.347 (0.363) 2,022	0.380 (0.359) 2,022
Racial Tolerance	0.271*** (0.048) 1,852	0.247** (0.113) 1,852	0.911** (0.434) 1,852	0.922** (0.427) 1,852

This table reports first stage, reduced form, and two-stage least squares estimates. The sample includes all 2007 applicants who answered at least one question in either survey round. All regressions control for survey round and a local quadratic in interview score interacted with an indicator variable for scoring above the cutoff score. Standard errors are clustered at the interview score level. *** = significant at 1 percent level, ** = significant at 5 percent level, * = significant at 10 percent level.

Appendix Table 3
Summary Statistics for Full Sample and Survey Sample

	TFA			Not TFA		
	Full	Survey	Difference	Full	Survey	Difference
	Sample	Sample		Sample	Sample	
	(1)	(2)	(3)	(4)	(5)	(6)
White	0.773	0.808	0.036**	0.734	0.791	0.057***
Asian	0.050	0.061	0.010	0.069	0.067	-0.002
Black	0.099	0.063	-0.036***	0.111	0.073	-0.038***
Hispanic	0.059	0.050	-0.010	0.065	0.050	-0.015**
College GPA	3.557	3.578	0.022**	3.458	3.480	0.022*
Received Pell Grant	0.220	0.198	-0.022	0.257	0.220	-0.037***
Math or Science Major	0.155	0.168	0.013	0.179	0.186	0.008
Observations	2,573	1,023		4,795	1,277	

This table reports summary statistics for the 2007 TFA application cohort. The survey sample includes all applicants who answered at least one survey question. Standard errors are clustered at the interview score level. *** = significant at 1 percent level, ** = significant at 5 percent level, * = significant at 10 percent level.

Appendix Table 4
Robustness of Main Results

	Local Linear			Local Quadratic			Local Cubic		
	0.02 BW (1)	0.04 BW (2)	0.06 BW (3)	0.02 BW (4)	0.04 BW (5)	0.06 BW (6)	0.02 BW (7)	0.04 BW (8)	0.06 BW (9)
Faith in Education	1.519*** (0.323)	1.072*** (0.176)	0.999*** (0.147)	2.409*** (0.849)	1.586*** (0.373)	1.315*** (0.273)	3.519 (2.341)	2.505*** (0.830)	1.897*** (0.516)
Involvement in Education	1.348 (0.425)	1.939 (0.138)	2.032 (0.095)	1.348 (0.627)	1.939 (0.471)	2.032 (0.271)	1.348 (0.578)	1.939 (0.915)	2.032 (0.662)
Political Beliefs	1.177*** (0.328)	0.761*** (0.169)	0.702*** (0.140)	2.044** (0.944)	1.168*** (0.383)	0.961*** (0.274)	2.995 (2.578)	2.261** (0.953)	1.440*** (0.543)
Racial Tolerance	1.541 (0.325)	2.193 (0.181)	2.294 (0.152)	1.541 (0.735)	2.193 (0.375)	2.294 (0.279)	1.541 (1.519)	2.193 (0.748)	2.294 (0.508)
	0.707* (0.378)	1.929 (0.196)	2.022 (0.162)	1.339 (0.955)	1.929 (0.447)	2.022 (0.320)	1.339 (5.165)	1.929 (0.909)	2.022 (0.613)
	1.231	1.766	1.852	1.231	1.766	1.852	1.231	1.766	1.852

This table reports two-stage least squares estimates. The sample is all 2007 applicants who answered at least one question included in the composite index. Columns 1-3 control for a local linear trend in interview score and interview score interacted with an indicator variable for scoring above the cutoff score. Columns 4-6 control for a local quadratic trend in interview score and interview score interacted with an indicator variable for scoring above the cutoff score. Columns 7-9 control for a local cubic trend in interview score and interview score interacted with an indicator variable for scoring above the cutoff score. Standard errors are clustered at the interview score level. *** = significant at 1 percent level, ** = significant at 5 percent level, * = significant at 10 percent level.

Appendix Table 5
Tests of Quasi-Random Assignment

	Full Sample	Survey Sample	Faith in Education	Inv. in Education	Political Beliefs	Racial Tolerance
	(1)	(2)	(3)	(4)	(5)	(6)
<i>Panel A: Survey Response</i>						
Response		-0.003 (0.027) 7,338	-0.004 (0.026) 7,338	-0.003 (0.027) 7,338	-0.004 (0.026) 7,338	-0.019 (0.025) 7,338
<i>Panel B: Baseline Characteristics</i>						
White or Asian	-0.019 (0.021) 7,338	0.000 (0.029) 2,294	0.011 (0.031) 2,032	0.000 (0.029) 2,294	0.008 (0.031) 2,022	0.008 (0.032) 1,852
Black or Hispanic	0.002 (0.020) 7,338	-0.011 (0.027) 2,294	-0.016 (0.028) 2,032	-0.011 (0.027) 2,294	-0.013 (0.028) 2,022	-0.015 (0.029) 1,852
Male		-0.055 (0.046) 2,290	-0.040 (0.048) 2,029	-0.055 (0.046) 2,290	-0.041 (0.049) 2,019	-0.059 (0.050) 1,848
Received Pell Grant	-0.018 (0.024) 7,338	-0.043 (0.040) 2,294	-0.058 (0.042) 2,032	-0.043 (0.040) 2,294	-0.055 (0.043) 2,022	-0.061 (0.045) 1,852
Math or Science Major	0.004 (0.021) 7,338	-0.012 (0.037) 2,294	0.004 (0.040) 2,032	-0.012 (0.037) 2,294	0.008 (0.040) 2,022	-0.026 (0.042) 1,852
College GPA	-0.062*** (0.018) 7,338	-0.064** (0.028) 2,294	-0.071** (0.029) 2,032	-0.064** (0.028) 2,294	-0.073** (0.029) 2,022	-0.074** (0.032) 1,852
<i>Panel C: Interview Subscores</i>						
Achievement	-0.096** (0.040) 7,338	-0.099 (0.066) 2,294	-0.146** (0.069) 2,032	-0.099 (0.066) 2,294	-0.145** (0.069) 2,022	-0.095 (0.074) 1,852
Perseverance	0.030 (0.036) 7,338	-0.007 (0.063) 2,294	0.007 (0.068) 2,032	-0.007 (0.063) 2,294	0.010 (0.068) 2,022	0.001 (0.070) 1,852
Critical Thinking	0.097** (0.046) 7,338	0.190** (0.076) 2,294	0.154* (0.079) 2,032	0.190** (0.076) 2,294	0.143* (0.079) 2,022	0.106 (0.083) 1,852
Organizational Ability	0.029 (0.037) 7,338	0.077 (0.060) 2,294	0.111* (0.063) 2,032	0.077 (0.060) 2,294	0.110* (0.063) 2,022	0.091 (0.065) 1,852
Motivational Ability	0.052 (0.039) 7,338	0.034 (0.067) 2,294	0.060 (0.070) 2,032	0.034 (0.067) 2,294	0.061 (0.070) 2,022	0.041 (0.072) 1,852
Respect for Others	-0.000 (0.048) 7,338	-0.151* (0.084) 2,294	-0.128 (0.089) 2,032	-0.151* (0.084) 2,294	-0.139 (0.089) 2,022	-0.131 (0.093) 1,852
Commitment to TFA Mission	0.014 (0.043) 7,338	0.019 (0.076) 2,294	0.001 (0.080) 2,032	0.019 (0.076) 2,294	0.004 (0.080) 2,022	0.003 (0.083) 1,852

This table reports reduced form estimates for survey response and baseline characteristics. Panel A tests for survey response in the indicated domain. Panel B tests for continuity in baseline characteristics in the indicated sample. Panel C tests for continuity in interview subscores in the indicated sample. Note that a coefficient is not reported for Male in column (1) because gender information is not available for the full sample. All regressions control for a quadratic interview score and interview score interacted with an indicator variable for scoring above the cutoff score. Standard errors are clustered at the interview score level. *** = significant at 1 percent level, ** = significant at 5 percent level, * = significant at 10 percent level.

Appendix Table 6
Main Results

	First Stage	Reduced Form	TOLS	TOLS w/ controls
	(1)	(2)	(3)	(4)
<i>Panel A: Index Outcomes</i>				
Faith in Education	0.384*** (0.047) 2,032	0.505*** (0.106) 2,032	1.315*** (0.273) 2,032	1.302*** (0.270) 2,032
Involvement in Education	0.355*** (0.044) 2,294	0.341*** (0.096) 2,294	0.961*** (0.274) 2,294	0.944*** (0.270) 2,294
Political Beliefs	0.380*** (0.047) 2,022	0.103 (0.104) 2,022	0.271 (0.279) 2,022	0.293 (0.275) 2,022
Racial Tolerance	0.355*** (0.049) 1,852	0.285*** (0.110) 1,852	0.801** (0.320) 1,852	0.810** (0.316) 1,852
<i>Panel B: Faith in Education</i>				
Poor children can compete with more advantaged children	0.383*** (0.047) 2,028	0.171*** (0.050) 2,028	0.446*** (0.128) 2,028	0.450*** (0.128) 2,028
The achievement gap is solvable	0.387*** (0.047) 2,028	0.137*** (0.053) 2,028	0.355*** (0.135) 2,028	0.352*** (0.134) 2,028
Fraction of minorities that should graduate college	0.403*** (0.051) 1,672	0.090*** (0.031) 1,672	0.224*** (0.076) 1,672	0.217*** (0.075) 1,672
Teachers are most important determinant of student success	0.391*** (0.047) 1,963	0.149*** (0.054) 1,963	0.382*** (0.135) 1,963	0.375*** (0.133) 1,963
Schools can close the achievement gap	0.383*** (0.047) 2,029	0.081 (0.051) 2,029	0.211 (0.133) 2,029	0.207 (0.131) 2,029
Teachers can ensure most students achieve	0.383*** (0.047) 2,030	0.249*** (0.049) 2,030	0.650*** (0.134) 2,030	0.647*** (0.133) 2,030

Appendix Table 6 Continued
Main Results

	First Stage	Reduced Form	TOLS	TOLS w/controls
	(1)	(2)	(3)	(4)
<i>Panel C: Involvement in Education</i>				
Employed at K - 12 School	0.355*** (0.044) 2,294	0.130*** (0.046) 2,294	0.365*** (0.129) 2,294	0.370*** (0.128) 2,294
Employed in Education	0.355*** (0.044) 2,294	0.154*** (0.048) 2,294	0.433*** (0.133) 2,294	0.427*** (0.132) 2,294
Service Very Important	0.371*** (0.046) 2,113	0.117*** (0.045) 2,113	0.315** (0.125) 2,113	0.317** (0.123) 2,113
Prefer teaching over finance	0.380*** (0.046) 2,081	-0.003 (0.033) 2,081	-0.009 (0.088) 2,081	-0.014 (0.087) 2,081
Prefer urban school over suburban	0.363*** (0.046) 2,085	0.110** (0.050) 2,085	0.303** (0.137) 2,085	0.290** (0.135) 2,085
Interested in working in education	0.377*** (0.046) 2,118	0.058 (0.052) 2,118	0.155 (0.138) 2,118	0.151 (0.137) 2,118
<i>Panel D: Political Beliefs</i>				
Liberal	0.376*** (0.047) 2,011	0.037 (0.051) 2,011	0.098 (0.136) 2,011	0.097 (0.135) 2,011
We should spend more closing the achievement gap	0.391*** (0.048) 1,912	0.036 (0.037) 1,912	0.092 (0.095) 1,912	0.097 (0.094) 1,912
We should spend more on welfare assistance	0.391*** (0.048) 1,912	0.061 (0.053) 1,912	0.156 (0.139) 1,912	0.166 (0.137) 1,912
We should spend more fighting crime	0.391*** (0.048) 1,912	-0.017 (0.054) 1,912	-0.044 (0.137) 1,912	-0.025 (0.134) 1,912

Appendix Table 6 Continued
Main Results

	First Stage	Reduced Form	TOLS	TOLS w/controls
	(1)	(2)	(3)	(4)
<i>Panel E: Racial Tolerance</i>				
Racial Tolerance	0.355*** (0.049)	0.285*** (0.110)	0.801** (0.320)	0.810** (0.316)
	1,852	1,852	1,852	1,852
Whites/Asians and Blacks/Hispanics are equally intelligent	0.401*** (0.050)	0.077 (0.057)	0.192 (0.145)	0.183 (0.142)
	1,685	1,685	1,685	1,685
White - Black Modern Racism Score	0.355*** (0.050)	0.136 (0.118)	0.382 (0.336)	0.370 (0.336)
	1,738	1,738	1,738	1,738

This table reports first stage, reduced form, and two-stage least squares estimates. The sample is all 2007 applicants who answered at least one question on the survey. The two stage least squares estimates instrument for TFA service using an indicator for scoring above the cutoff. All regressions control for a local quadratic in interview score interacted with an indicator variable for scoring above the cutoff score. Column 4 adds controls for race, college GPA, Pell Grant receipt, and college major. Standard errors are clustered at the interview score level. *** = significant at 1 percent level, ** = significant at 5 percent level, * = significant at 10 percent level.

2 Online Appendix B: Data Description and Construction of Variables

NOT FOR PUBLICATION

Data for this project come from a web-based survey administered between April 2010 and May 2011. This appendix describes these data and details the procedures used to code them.

2.1 Summary Indices

Racial Tolerance

This variable consists of the black - white IAT scores.

Faith in Education

This variable was constructed by standardizing the sum of our education belief questions to have a mean of zero and a standard deviation of one in the full sample who took the survey for that cohort. Rather than add dichotomous and standardized variables together, we converted all standardized variables to indicator variables. Specifically, we created an indicator variable equal to one if the variable was above the median of the full sample. Missing responses were left as missing. The set of measures include whether poor children can compete with more advantaged children, whether the achievement gap is solvable, the percent of minorities that should be expected to graduate college, whether teachers are the most important determinant of student success, whether schools alone can close the achievement gap, and whether teachers can ensure most students achieve.

Involvement in Education

This variable was constructed by standardizing the sum of our employment questions to have a mean of zero and a standard deviation of one in the full sample who took the survey for that cohort. Rather than add dichotomous and standardized variables together, we converted all standardized variables to indicator variables. Specifically, we created an indicator variable equal to one if the variable was above the median of the full sample. Missing responses were left as missing. The set of measures include whether an individual is employed at a K - 12 school, whether an individual is employed in education more broadly, whether an individual believes service is important, whether an individual is interested in working in education in the future, whether an individual prefers teaching in an urban district to a finance career, and whether an individual prefers teaching in an urban district to a suburban district.

Political Idealism

This variable was constructed by standardizing the sum of our political belief questions to have a mean of zero and a standard deviation of one in the full sample who took the survey for that cohort. Rather than add dichotomous and standardized variables together, we converted all standardized variables to indicator variables. Specifically, we created an indicator variable equal to one if the

variable was above the median of the full sample. Missing responses were left as missing. The set of measures include whether an individual self identifies as liberal or very liberal, whether an individual believes we should spend more on closing the achievement gap, whether an individual believes we should spend more on welfare, and whether an individual believes we should spend more on fighting crime.

2.2 Background

Parent's Education

Respondents were asked "What is the highest level of education that your mother has completed?" and "What is the highest level of education that your father has completed?" The answer choices range from less than a high school diploma to Ph.D., Ed.D., or D.B.A. We recoded this variable to be two variables. The first is equal to one if the respondent's mother has a B.A. and zero otherwise. The second is equal to one if the respondent's mother has more than a B.A. and zero otherwise. We recoded the father variable in the same way.

Parent's Income

Respondents were asked "During your senior year of high school, what is your best estimate of your parents' income?" The answer choices range from less than \$20,000 to \$100,000 in \$20,000 bins, up to \$150,000 in \$25,000 bins and up to more than \$250,000 in \$50,000 bins. The responses to the earnings questions were transformed into real-valued variables using the mid-point of each bin and \$275,000 for the top most bin.

2.3 Racial Tolerance

Implicit Association Test

We use a brief format Implicit Association Test (IAT), developed in Sriram and Greenwald (2009), to assess the relative strength of automatic associations between "good" words and black faces. The IAT relies on a respondent's speed of response to measure the strength of their unconscious mental associations. The respondent must quickly categorize words and pictures of faces that appear on the screen. Faces are to be categorized as black or white and words as good or bad. Pairs of categories appear on either side of the screen. If the stimulus belongs to categories on the right (left) of the screen, respondents are to hit a key on the right (left) side of the keyboard. Each respondent completes a number of versions of the task. In the "compatible" versions, the two categories on one side are paired according to a stereotype, such as black with bad words and white with good words. In the incompatible versions, the categories are paired counter-stereotypically, such as black with good words and white with bad words. The key insight of the race IAT is that an implicit bias against blacks shows up as a response time differential between the compatible and incompatible versions.

We normalize the IAT measure so that it has a mean of zero and a standard deviation of one across the sample of survey respondents. Typical IAT measures have higher measures associated

with a more anti-black response; however, we multiply our IAT measure by -1 so that a higher score means respondents are less anti-black.

Number of minority friends

Respondents were asked "Of your 10 best friends, how many are black or Hispanic?" The variable was coded directly from the response.

Minority relationship

Respondents were asked "Have you ever dated someone that is black or Hispanic?" We recoded this variable to equal one if the respondent said yes and zero otherwise.

Blacks and Hispanics do not value education

Respondents were asked if they agreed or disagreed with the statement "blacks and Hispanics do not value education to the same extent that whites and Asians do." We recoded this variable to equal one if the respondent did not disagree strongly.

Blacks disadvantaged due to ability or will power

Respondents were asked "On average, blacks have worse jobs, income and housing than whites. These differences are mostly due to..." The answer choices were discrimination, blacks being born with less ability to learn, blacks not having the same opportunities for education, and blacks not having the same motivation or will-power. We recoded this variable to equal one if the respondent answered that blacks do not have the same will-power or ability.

Believes whites/Asians work harder than blacks/Hispanics

Respondents were asked "Where would you rank whites on this scale?" The answer choices range from almost all are lazy to almost all are hard working on a seven point scale. This question was repeated for Asians, blacks and Hispanics. We coded this variable to equal to one if respondents said that either whites or Asians were more hard working than either blacks or Hispanics.

Believes whites/Asians are more intelligent than blacks/Hispanics

Respondents were asked "Where would you rank whites on this scale?" The answer choices range from almost all are unintelligent to almost all are intelligent on a seven point scale. This question was repeated for Asians, blacks and Hispanics. We coded this variable to equal to one if respondents said that either whites or Asians were more intelligent than either blacks or Hispanics.

Modern Racism Scale

Respondents were asked on a five point scale whether they agreed or disagreed with the following statements: 1) Over the past few years, blacks have gotten more economically than they deserve; 2) Over the past few years, the government and news media have shown more respect for blacks than

they deserve; 3) It is easy to understand the anger of black people in America; 4) Discrimination against blacks is no longer a problem in the United States; 5) blacks are getting too demanding in their push for equal rights; 6) blacks should not push themselves where they are not wanted. Each item was rescaled so that higher numbers were associated with a more anti-black response, then a simple average of the six questions was taken. We then normalized the scale to have mean zero and standard deviation one across the sample of survey respondents.

2.4 Faith in Education

Poor children can compete

Respondents were asked if they agreed or disagreed with the statement "Students from low-income communities cannot be expected to do as well in school as students from more affluent communities." We recoded this variable to equal one if the respondent disagreed strongly.

Achievement gap is solvable

Respondents were asked if they agreed or disagreed with the statement "The student achievement gap between children in low-income and high-income areas is a solvable problem." We recoded this variable to equal one if the respondent agreed strongly.

Percent of minorities that should be expected to graduate from college

Respondents were asked "17 percent of blacks 25 and older currently have a college degree. What percent of minority children can we reasonably expect to graduate from a 4-year college?" We coded the variable directly from the numerical response.

Teachers are the most important determinant of success

Respondents were asked "Who is most important in determining how well students perform in school?" The available responses were students, teachers and parents. We recoded this variable to equal one if the respondent answered teachers.

Schools alone can close the achievement gap

Respondents were asked if they agreed or disagreed with the statement "Students can only succeed if they have parents or family at home helping them." We recoded this variable to equal one if the respondent disagreed strongly.

Teachers can ensure most students achieve

Respondents were asked if they agreed or disagreed with the statement "There really is very little a teacher can do to ensure that most of his/her students achieve at a high level." We recoded this variable to equal one if the respondent disagreed strongly.

Teachers are the most important source of success

Respondents were asked "Which do you believe is the most important source of student success?" The answer choices included student's home background, student's intellectual ability, student's enthusiasm or perseverance, teacher's attention to the unique interests and abilities of the student, teacher's use of effective methods of teaching, and teacher's enthusiasm or perseverance. We recoded the variable to equal one if the respondent chose any of the three sources related to teachers.

Teachers can get through to all students

Respondents were asked if they agreed or disagreed with the statement "If teachers try really hard, they can get through to the most difficult or unmotivated students." We recoded this variable to equal one if the respondent agreed strongly.

Teachers are responsible for keeping students in school

Respondents were asked if they agreed or disagreed with the statement "I feel that teachers have the primary responsibility for keeping students from dropping out of school." We recoded this variable to equal one if the respondent agreed strongly.

Teachers can ensure student success

Respondents were asked if they agreed or disagreed with the statement "There really is very little a teacher can do to ensure that most of his/her students achieve at a high level." We recoded this variable to equal one if the respondent disagreed strongly.

Students can succeed even without family support

Respondents were asked if they agreed or disagreed with the statement "Students can only succeed if they have parents or family at home helping them." We recoded this variable to equal one if the respondent disagreed strongly.

When a teacher should be fired

Respondents were asked "A teacher should be dismissed if the following happens once." The answer choices included fails to make adequate progress on standardized tests, receives a poor evaluation from school administrators, receives a parent complaint, is found to have an inappropriate personal relationship with a student, is found to have a past criminal record, commits a crime outside of school hours, makes an inappropriate racial/sexual remark to students in class, and physically disciplines a student. For each answer we recoded the variable to equal one if the respondent indicated yes.

2.5 Involvement in Education

Employed in a K - 12 School

Respondents were asked about their current employer. We coded a respondent as working at a K -

12 school if they reported working for a K-12 public school, a K-12 charter school, or a K-12 private school.

Employed in K - 12 education

Respondents were asked about their current employer. We coded a respondent as working in education if they reported working for a K-12 public school, a K-12 charter school, a K-12 private school, or a not-for-profit that focuses on K-12 education. Respondents were coded as not working in K - 12 education if they worked for a for-profit company, a not-for-profit that does not focus on K-12 education, a college or university, or local, state or federal government.

Prefers teaching

Respondents were presented with the following scenario: "Consider two possible occupations: 1. Teaching in an urban public school district, 60 hours a week. 2. Working as a Vice President at a Middle Market Private Equity Firm, 60 hours a week. Both the teaching job and the finance job pay \$50,000 per year. Which job would you prefer?" If the respondent chose teaching, the hypothetical salary for the private equity position was increased by \$25,000. This scenario repeated itself until the respondent chose the finance job or the salary reached \$500,000. If the respondent chose the private equity position, the hypothetical salary for the teaching position increased in the same manner. We recode this variable to equal one if the respondent prefers the teaching position at equal pay.

Prefers urban teaching

Respondents were presented with the following scenario: "Now consider two possible teaching positions: 1. Teaching in an urban public school district, 60 hours a week. 2. Teaching in a suburban public school district, 60 hours a week. Both the urban job and the suburban job pay \$50,000 per year. Which job would you prefer?" If the respondent chose urban teaching, the hypothetical salary for the suburban teaching position was increased by \$25,000. This scenario repeated itself until the respondent chose the suburban teaching job or the salary reached \$500,000. If the respondent chose the suburban teaching position, the hypothetical salary for the urban teaching position increased in the same manner. We recode this variable to equal one if the respondent prefers the urban teaching position at equal pay.

Job satisfaction

Respondents were asked "Overall, how satisfied are you with this job?" The answer choices ranged from extremely satisfied to extremely unsatisfied on a six point scale. We recoded this variable to equal one if the respondent was extremely satisfied.

Importance of job characteristics

Respondents were asked "In any job, not just the one you have now, how important are each of the following aspects?" The characteristics included intellectual challenge, stress level, salary and

benefits and service to society. The answer choices ranged from very important to not important on a three point scale. For each characteristic, we recoded this variable to equal one if the respondent thought a characteristic was very important.

Interested in future careers

Respondents were asked "What is your level of interest in the following careers?" The careers included principal, elected office, political advocacy, business, law, science/technology, starting a social venture, work on Teach For America staff, and teaching. The answer choices ranged from high interest to low interest on a three point scale. For each career, we recoded this variable to equal one if the respondent has a high interest.

2.6 Political Idealism

Liberal

Respondents were asked "Where would you place yourself on this scale of political views?" The answer choices ranged from very liberal to very conservative on a five point scale. We recoded this variable to equal one if the respondent identifies as liberal or very liberal.

Spending

Respondents were asked "For each of the following issues, indicate if the government is spending too much money, the right amount, or too little." For each category we consider - lowering the crime rate, closing the achievement gap and increasing welfare/cash assistance for the poor - we recoded the variable to equal one if the respondent believes we should spend more money on that issue.

3 Online Appendix C: Full TFA Applicant Web-Based Survey

NOT FOR PUBLICATION

3.1 Applicant Contact Process

Below, we detail the process used to contact TFA applicants regarding our survey.

A. Email (April 2010 – June 2010, May 2011)

TFA provided a total of 63,262 email addresses for applicants in the 2003 to 2009 cohorts. Each person received up to three emails between April 2010 to June 2010. A final email was sent to non-alumni in May 2011. Note that we included the 2008 and 2009 cohorts though these cohorts had not finished their service. These more recent cohorts are excluded from all estimates.

The fraction of emails that “bounced” was higher for non-alumni and older cohorts. Eleven percent of 2003 alumni and 36 percent of 2003 non-alumni emails “bounced,” while only two percent of 2009 alumni and six percent of 2009 non-alumni emails “bounced.” Of those receiving the email, approximately 35 percent of alumni and 25 percent of non-alumni opened the email, with over 80 percent of those opening the emails starting the survey.

B. Facebook

The second major touch point for those who did not complete the survey after the initial emails was to find TFA applicants on Facebook using accounts specifically created for the TFA/EdLabs survey. First, accounts for “Harvard EdLabs” were created on Facebook. Account pages included an overview of, and a link to, the survey. Second, we used email addresses from TFA to manually search for both alumni and non-alumni on Facebook and attempted to “friend” each of them. Unfortunately, Facebook does not allow individual profiles to be used for any commercial gain, and 5 of the 16 accounts were disabled. Even for those accounts that were not disabled by Facebook, the outreach (i.e. the number of alumni and non-alumni that were successfully added as friends) was not particularly successful. Specifically, 2,612 friend requests were made resulting in 53 friend confirmations.

C. Phone calls (June 2010 – May 2011)

The third and final attempt at contacting TFA non-alumni was personal phone calls using phone numbers from TFA application records. All non-alumni that had not yet taken the survey were contacted via phone in the evenings during three phases. Starting in June 2011, 400 randomly selected numbers from the 2007 non-alumni were called personally as part of a brief experiment. The 400 calls were further split into two groups. Two hundred randomly selected non-alumni members were offered a \$20 Amazon gift card for completing the survey, while another randomly selected 200 were not offered any incentive. A final group consisting of all other 2007 non-alumni was called using an automated call system. These remaining numbers that were called using the automated call system heard a brief 30 second recording that provided context about and a link to the survey.

The two personal call groups produced statistically identical response rates, both of which were significantly higher than the automated call group. We therefore proceeded to call the remaining automated call group personally without offering incentives. During this second round of personal phone calls, 2,412 of the 2007 non-alumni that were previously called using the automated phone system and had not yet taken the survey were called. As before, voicemails were left for those who did not answer the phone. In most cases, those people who were left messages were called again a few weeks later.

During the third and final round of phone calls, the non-alumni from the 2003 - 2006 cohorts were called using the automated phone system and personal phone calls. These final calls took place between April 2011 and May 2011.

3.2 Survey

Below is the full survey administered online between April 2010 and May 2011.

A. *Demographics:*

1. Please enter your preferred Email address below (e.g., jane.doe@acme.com).
2. Please enter your first name and last name below (e.g., John Smith).
3. Please indicate your birthdate using the dropdowns below.
4. Please indicate your sex.
5. Which of the following best describes your race/ethnicity?
 - Asian
 - Pacific Islander
 - Black, Non-Hispanic
 - Black, Hispanic
 - Native American or Alaskan Native
 - White, Non-Hispanic
 - White, Hispanic
 - Mixed Race, black and white
 - Other Mixed Race
 - Other
6. What year did you apply to Teach For America?
7. Where do you live now? (e.g., 123 Single Street, Simpletown, WA, 92403)? Street Address, City, State, Zipcode
8. Taken all together, how would you say things are these days? Would you say that you are very happy, pretty happy or not too happy? Very happy? Pretty happy? Not too happy?

B. Background Information:

1. Where were you born? City, State, Country.
2. What High School did you graduate from? High School, City, State.
3. Which option below most accurately reflects your current relationship status? I am married, I am single (never married), I am living with someone in a marriage like relationship, I am separated, I am divorced, I am widowed.
4. How many children do you have?
5. What is the highest level of education that your mother has completed?, Less than a high school diploma, High School diploma, Some college/vocational school, Bachelor's degree, Master's degree, Law degree (JD, LLB), Medical degree (MD, DDS, DVM, etc.), Ph.D., Ed.D., D.B.A., Other/Not Applicable
6. What is the highest level of education that your father has completed? Same options as above.
7. During your senior year of high school, what is your best estimate of your parents' income? Do not know, < \$20,000, \$20,000 to \$39,999, \$40,000 to \$59,999, \$60,000 to \$79,999, \$80,000 to \$99,999, \$100,000 to \$124,999, \$125,000 to \$149,999, \$150,000 to \$199,999, \$200,000 to \$250,000, > \$250,000
8. We are interested in your educational history SINCE you applied to Teach For America. Please fill in the level and type of degree for your three highest degrees obtained SINCE you applied to Teach For America (e.g., M.A. in Education).

C. Teach For America:

1. How likely is it that you would recommend Teach For America to a friend or family member? Extremely Likely, Moderately Likely, Somewhat Likely, Slightly Likely, Not at all Likely
2. Did you serve in Teach For America?
3. Where did you serve? Type in School, City, State (e.g., South Eugene HS, Eugene, OR)
4. How many years did you teach in the district where you were placed?
5. Looking back, do you wish you had ...Taught in the district for more years, Taught in the district the same amount of time, Taught in the district for fewer years
6. How satisfied were you with your principal at your placement school? Extremely satisfied, Very satisfied, Satisfied, Unsatisfied, Very unsatisfied, Extremely unsatisfied
7. How satisfied were you with your relationship with other teachers at your placement school? Same answer choices as above.

8. If you could do it all over again, would you serve as a Teach For America corps member?

D. Employment

1. Your current employer is a ...For-profit company, Not-for-profit that focuses on K-12 education, Not-for-profit that does not focus on K-12 education, K-12 public school, K-12 charter school, K-12 private school, College or university, Local, state or federal government, Other
2. What is your current or most recent occupation? Please be as specific as possible (e.g., high school math teacher)
3. What was your title when you started with your current employer? (e.g., Vice President of Sales)
4. What is your current title?
5. In what year did you start working for your current employer?
6. What is your current annual income? < \$20,000, \$20,000 to \$39,999, \$40,000 to \$59,999, \$60,000 to \$79,999, \$80,000 to \$99,999, \$100,000 to \$124,999, \$125,000 to \$149,999, \$150,000 to \$199,999, \$200,000 to \$250,000, > \$250,000
7. What was your annual income when you started this job? Same as above.
8. How many hours per week do you typically work at this job? < 30 hours, 31-35 hours, 36-40 hours, 41-45 hours, 46-50 hours, 51-55 hours, 56-60 hours, 61-65 hours, 66-70 hours, > 70 hours
9. Overall, how satisfied are you with this job? Extremely Satisfied, Very Satisfied, Satisfied, Unsatisfied, Very Unsatisfied, Extremely Unsatisfied
10. In any job, not just the one you have now, how important are each of the following aspects? Very Important, Somewhat Important, Not Important
 - Intellectual Challenge
 - Stress Level
 - Salary and Benefits
 - Service to Society
11. In your current job, how satisfied are you with each of the following aspects? Very Satisfied, Somewhat Satisfied, Not Satisfied
 - Intellectual Challenge
 - Stress Level
 - Salary and Benefits
 - Service to Society

12. Consider two possible occupations:
1. Teaching in an urban public school district, 60 hours a week.
 2. Working as a Vice President at a Middle Market Private Equity Firm, 60 hours a week.
- Both the teaching job and the finance job pay \$50,000 per year.
Which job would you prefer?
13. Now consider two possible teaching positions:
1. Teaching in an urban public school district, 60 hours a week.
 2. Teaching in a suburban public school district, 60 hours a week.
- Both the urban job and the suburban job pay \$50,000 per year.
Which job would you prefer?
14. We are interested in your past jobs. What were your last three occupations and titles, prior to working for your current employer? Please be as specific as possible.
15. What is your level of interest in the following careers? High Interest, Some Interest, No Interest
- Principal/Head of School
 - Elected Office
 - Political Advocacy
 - Business
 - Law
 - Science/Technology
 - Starting a Social Venture
 - Work on Teach For America staff
 - Teaching

E. Social and Civic Engagement:

1. In a typical month, how many total hours do you spend doing volunteer or charitable work?
None, 1-5 hours, 6-10 hours, 11-15 hours, 16-20 hours, 21-25 hours, > 25 hours
2. Have you participated as a volunteer for any of the following groups during the past year?
Select all that apply.
 - Educational Work with Kids (e.g. tutoring)
 - Other Educational Work (e.g. school board, school governance organizations)
 - Other Work with Kids (e.g. Big Brother/Big Sisters, coaching)
 - Other Volunteer Work (religious organizations, alumni organizations)

3. Have you donated money to any charitable organization or group during the past year? Which group? How much?

Name of Organization:

Amount Donated: \$

4. Of your 10 best friends, how many are black or Hispanic?
5. Have you ever dated someone that is black or Hispanic? Yes, No

F. Beliefs:

1. For each of the following issues, indicate if the government is spending too much money, the right amount, or too little.

-Protecting the Environment

-Improving the Nation's Healthcare System

-Lowering the Crime Rate

-Reducing the level of Drug Addiction

-Closing the Achievement Gap

-Increasing Welfare/Cash Assistance for the Poor

2. Where would you place yourself on this scale of political views?

-Very Liberal

-Liberal

-Moderate

-Conservative

-Very Conservative

3. What type of school do you plan to send your children to?

-Traditional public school

-Charter school

-Magnet school

-Religiously affiliated or denominational private school

-Private prep school

-Not yet decided

-Not applicable as I am not planning to have children

4. Which do you believe is the most important source of student success?
 - Student's home background
 - Student's intellectual ability
 - Student's enthusiasm or perseverance
 - Teacher's attention to the unique interests and abilities of the student
 - Teacher's use of effective methods of teaching
 - Teacher's enthusiasm or perseverance

The next series of questions asks whether you agree or disagree with a particular statement.

5. The student achievement gap between children in low-income and high-income areas is a solvable problem. Agree strongly, Agree somewhat, Neither agree nor disagree, Disagree somewhat, Disagree strongly
6. If teachers try really hard, they can get through to the most difficult or unmotivated students. Same as above.
7. I feel that teachers have the primary responsibility for keeping students from dropping out of school. Same as above.
8. There really is very little a teacher can do to ensure that most of his/her students achieve at a high level. Same as above.
9. Students can only succeed if they have parents or family at home helping them. Same as above.
10. Students from low-income communities cannot be expected to do as well in school as students from more affluent communities. Same as above.
11. Great schools can close the achievement gap. Same as above.
12. What are the three factors you think are the most significant causes of the achievement gap? Same as above.
13. 17 percent of blacks 25 and older currently have a college degree. What percent of minority children can we reasonably expect to graduate from a 4-year college? Same as above.
14. Who is most important in determining how well students perform in school? Students, Teachers, Parents
15. A teacher should be dismissed if the following happens once. Select all that apply.
 - Fails to make adequate progress on standardized tests

- Receives a poor evaluation from school administrators
- Receives a parent complaint
- Is found to have an inappropriate personal relationship with a student
- Is found to have a past criminal record
- Commits a crime outside of school hours
- Makes an inappropriate racial/sexual remark to students in class
- Physically disciplines a student

G. Knowledge:

1. On nationally standardized math and reading exams such as the Long Term National Assessment of Educational Progress (NAEP), the average black 8th grader tends to score how many grade levels behind the average white student? One grade level behind, Two grade levels behind, Three grade levels behind, Four grade levels behind, Five grade levels behind, Six or more grade levels behind
2. On nationally standardized math and reading exams such as the Long Term National Assessment of Educational Progress (NAEP), the average Hispanic 8th grader tends to score how many grade levels behind the average white student? Same as above.
3. What percentage of black, Hispanic, and white men aged 18 to 24 are incarcerated, on parole, or on probation? % of black men aged 18-24, % of Hispanic men aged 18-24, % of white men aged 18-24
4. What percentage of black, Hispanic, and white male youth are currently active gang members? % of black youth, % of Hispanic youth, % of white youth
5. What percentage of black, Hispanic, and white children are currently living in single parent households? % of black children, % of Hispanic children, % of white children
6. What percentage of black, Hispanic, and white children are born out of wedlock? Same as above.
7. What percentage of black, Hispanic, and white mothers are currently eligible for state or federal financial assistance (i.e. welfare)? % of black mothers, % of Hispanic mothers, % of white mothers

H. Beliefs

1. In the long run, hard work usually brings a better life and success; luck and connections don't matter that much. Agree strongly, Agree somewhat, Neither agree nor disagree, Disagree somewhat, Disagree strongly

2. The government should take more responsibility to ensure that everyone is provided for. Same as above.
3. Poor people in this country can escape from poverty. Same as above.
4. Blacks and Hispanics do not value education to the same extent that whites and Asians do. Same as above.
5. Why are people poor in this country? They are poor because society treats them unfairly, They are poor because of laziness and lack of will power
6. On average, blacks have worse jobs, income and housing than whites. These differences are mostly due to ...Discrimination blacks being born with less ability to learn, blacks not having the same opportunities for education, blacks not having the same motivation or will-power
7. Where would you rank whites on this scale?
 - Almost all are lazy
 - Many more are lazy than hardworking
 - More are lazy than hardworking
 - Comparable numbers of lazy and hardworking
 - More are hardworking than lazy
 - Many more are hardworking than lazy
 - Almost all are hardworking
8. Where would you rank blacks on this scale? Same as above.
9. Where would you rank Hispanics on this scale? Same as above.
10. Where would you rank Asians on this scale?
11. Where would you rank whites on this scale?
 - Almost all are unintelligent
 - Many more are unintelligent than intelligent
 - More are unintelligent than intelligent
 - Comparable numbers of unintelligent and intelligent
 - More are intelligent than unintelligent
 - Many more are intelligent than unintelligent
 - Almost all are intelligent
12. Where would you rank blacks on this scale? Same as above.

13. Where would you rank Hispanics on this scale? Same as above.
14. Where would you rank Asians on this scale? Same as above.
15. Over the past few years, blacks have gotten more economically than they deserve. Agree strongly, Agree somewhat, Neither agree nor disagree, Disagree somewhat, Disagree strongly
16. Over the past few years, the government and news media have shown more respect for blacks than they deserve. Same as above.
17. It is easy to understand the anger of black people in America. Same as above.
18. Discrimination against blacks is no longer a problem in the United States. Same as above.
19. Blacks are getting too demanding in their push for equal rights. Same as above.
20. Blacks should not push themselves where they are not wanted. Same as above.